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ABSTRACT

This book presents a philosophical perspective to elementary and secondary teaching based on the idea of the classroom as a community of inquiry and the idea of "Philosophy for Children." Together these provide a methodology and a content for teaching and improvement of thinking. Thinking is conceived as an enterprise which is both affective and cognitive, social, and personal. Chapter 1 explores the notion that education should be concerned with the improvement of thinking. Chapter 2 looks at the dynamics of the classroom, particularly talking and questioning. Chapter 3 discusses schooling and meaning as the idea that education is about helping children move beyond the deceptive security of their own experiences, while continuing to respect the value of those experiences. Chapter 4 explores more specifically the "Philosophy for Children" idea and the role of philosophy in the classroom. Chapter 5 takes a practical look at philosophy from the characteristics of a philosophical discussion to philosophy and early childhood education. Chapter 6 looks at personal development and ethical inquiry. Chapter 7 discusses ethical inquiry in the classroom including friendship, sexuality, peace and violence, issues of life and death, and the environment. The final chapter explores philosophy and the global community. (Contains over 400 references.) (JB)

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